

UBD Title or Topic

Subject/Course: Intro to Human Services

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Grade (s): 9-12

Designer (s) Kraft

Stage 1: Desired Results

Core Standard(s):

Indicator #2: Examine professional behaviors, skills and knowledge in human service careers. IHS 2.1 Summarize how personal, community and societal values impact professional practice in a human service career.

Understandings: Students will understand that....

Personal, community and societal values impact professional practices.

Essential Question(s):

Why do values need to be considered by professionals in the field of Human Services?

How may values impact professional practice?

Students will
know....

- what values are.

Student will be able to

- identify personal, community and societal values
- compare and contrast personal, community and societal values.

Stage 2: Assessment Evidence

What evidence will show that students understand?

| | | | |
|---|------------------|-----------------------|-----------------------------|
| x | Performance Task | Project | Quizzes |
| | Tests | Informal Observations | x Discussions |
| | Interviews | x Self-Assessment | X Other: Analysis of values |

Stage 3: Learning Plan

Motivation – Introduce and Explain

How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential questions, and performance tasks?

1. "Fire Fire": Tell students there is a fire in their home. What will they take?

Follow with a discussion about what they decided to take and why?

OR

Values Auction – see activity plan at www.fefe.arizona.edu, OR <http://www.fefe.arizona.edu/curriculum.php?categoryID=22#79>

(You must create a log in to download, access is free.)

Model (Teacher presentation):

What instruction is needed to *equip* students for final performance?

Guided and Independent Practice (Student Engagement):

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

2. Students complete a personal values inventory. (Samples below, **Active as of June, 2009**)

[Personal Values Inventory](http://web.mac.com/leathertribe/TLT_Events/Education_files/Personal%20Values%20Inventory.pdf) - http://web.mac.com/leathertribe/TLT_Events/Education_files/Personal%20Values%20Inventory.pdf

[Values Inventory](http://www.sd79.bc.ca/programs/abed/ACIP/references/ashcroft/values_inventory.pdf) http://www.sd79.bc.ca/programs/abed/ACIP/references/ashcroft/values_inventory.pdf

[Work Values Inventory](http://www.annlaidlaw.com/ValuesInventory.pdf) <http://www.annlaidlaw.com/ValuesInventory.pdf>

[My Career](http://careers.asp.radford.edu/Guides/Choosing%20A%20Major%20Guide1.pdf) <http://careers.asp.radford.edu/Guides/Choosing%20A%20Major%20Guide1.pdf>

[The Work Values Inventory](#)

[My Personal Values Assessment](http://spot.pcc.edu/~rjacobs/career/career_self-assessments1.htm#EX%202) http://spot.pcc.edu/~rjacobs/career/career_self-assessments1.htm#EX%202

[Prioritizing Life Values](http://www.career-test.biz/values_assessment.htm) http://www.career-test.biz/values_assessment.htm

4. Watch a video about community values such as *What Are Community Values?*, available for download at You Tube (or something similar).
5. How do we know what our community values are?
 - A. Individually or in pairs, students will take Three – five pictures or video clips of what they consider most important in the community.
 - b. Secondly, each student will select an older adult and take 3 – 5 pictures or community clips of what that person consider important in the community.
 - c. Create a collage of the pictures taken. (More specific instructions attached.)

NOTE TO TEACHER: If you are unable to have your students take their own photos, a bank of photos is available at www.flickr.com It is called Community Values Photo Bank.
6. Go to a current events website and select articles appropriate for you class which will foster a discussion on societal and community values and how they impact the discussion and decisions made. One resources is www.izzit.org, Click on the ‘Current Events’ button. This will give you a list of articles with discussion questions. (This is a free service.)

Suggested: http://www.izzit.org/events/archive_article.php?ID=580

Reflection/Assessment:

How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How will students *exhibit* their understanding about their final performances and products? How will you guide them in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?

3. Analyze Personal Values Inventory

7. After completing the class activities, students create a Venn diagram in which they identify the values discussed and categorize them: personal, community, societal.